



On the Green—A publication for Gallaudet faculty, teachers, and staff  
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## Lane addresses ethics of cochlear implants in children



Dr. Harlan Lane

By Katherine DeLorenzo  
The ethical dilemma posed by the use of cochlear implants in children was the topic of a November 7 lecture in Ely Auditorium by renowned scholar Dr. Harlan Lane.

Lane, a Northeastern University professor and author of *When the Mind Hears* and *The Mask of Benevolence*, had harsh words for the practice and use of cochlear implants in children in his presentation entitled "The Science and Ethics of Childhood Cochlear Implants."

Lane's presentation was sponsored by the Department of ASL, Linguistics, and Interpretation and The Graduate School and Research.

Lane received applause from the standing-room-only crowd when he condemned the use of children as "guinea pigs."

"There is no published case of a single child who learned spoken English through the use of an implant," Lane declared. He called for the suspension of cochlear implantation until further research is done on its effectiveness. He also called for a reevaluation of current implant legislation along with more

balanced research on childhood cochlear implants.

Much of Lane's lecture focused on the ethical dilemma posed by value conflicts between deaf culture and the larger hearing community. It is this conflict which makes the cochlear implant issue so volatile, Lane argues, and one that offers little in the way of resolution. "In deaf culture, not hearing is not important. Children who are deaf are perfectly healthy and it is unethical to operate on healthy children," is one view, said Lane. However, he added, "In hearing culture, not hearing is an impairment, and doctors and parents feel an obligation to alleviate it. This is an ethical dilemma."

Numbers are part of the problem. Lane pointed out that there are perhaps two million culturally deaf people in the United States, while what he referred to as the "hearing impaired" population numbers 18 million. This makes it imperative that deaf people continue to remain actively involved in the debate about implant legislation, he said. Rather than blaming parents, emphasis should be placed on policy-making and testing to insure that children's needs are being met.

Over 4,000 children have been implanted with the Nucleus-22, a multichannel implant currently used. More research needs to be done on the benefits and drawbacks of using implants, Lane maintained, and current studies are flawed by the absence of effective control groups. Research should compare more children who might benefit from implants but do not have them

and those that do, he said. Currently, Lane sees "very little benefit academically" between young children who receive implants, particularly those that became deaf before age three.

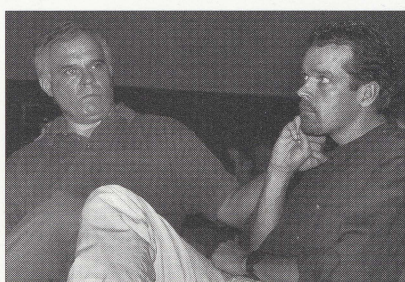
"Most children are unable to recognize any spoken words using implants," Lane pointed out. Eighty percent of implanted children understand "zero percent," and according to a recent special education survey, more than 50 percent of implanted children have stopped using their implants. "A few implanted children can recognize many words, but we cannot predict whether a given child patient will belong to this elite," warned Lane.

Compounding this problem is the attitude of most implant advocates toward sign language. Current literature disseminated to parents of implanted children discourages the use of sign language—a dangerous trend, said Lane. Most of these children will not be exposed to sign language until much later in their lives, he emphasized. "At the same time, they are not learning much English either. ... I'm concerned about those children."

Lane drew comparisons between black children adopted and raised by white parents and with studies done on aboriginal children placed in the homes of white families in Australia. He pointed to research which shows that deaf children exposed to sign language at an early age often develop language skills faster than their peers who are in an oral environment.

Being left out of the language and cultural loop has harmful effects on more than just development, argued Lane. It poses an ethical dilemma as well. "A social policy whose effect is to systematically destroy a linguistic minority is unethical," he said.

Questions from the audience indicated how complex such issues are: "What's wrong with parents wanting their child raised culturally the same?" asked one audience member. In response, Lane cautioned against assessing blame



Steve Walker (right) interprets Lane's presentation for Art Roehrig, coordinator of special services for the Office of Students with Disabilities.

toward parents. The real problem, he insists, lies with public health policymakers who are promoting the use of implants.

He conceded that some "hearing impaired" individuals born with enough residual hearing to have been exposed to spoken language will get important benefits from using implants, and that at least one study showed a small measure of improvement in the English skills of implanted children.

Following the lecture, Lane participated in a book-signing to promote *The Journey into the DEAF-WORLD*, co-authored with Dr. Ben Bahan, chair of Gallaudet's Deaf Studies Department.

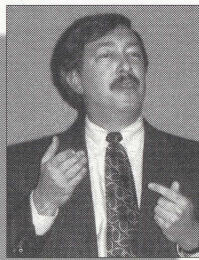
## Chaikind delivers Distinguished Faculty Lecture

By Katherine DeLorenzo  
The relationship of economics to education was the topic of the lecture "Put Down my Dog and Then I'll Tell You: The Economics of Education and How it Applies to Our Lives at Gallaudet University," presented by School of Management Professor Stephen Chaikind, distinguished faculty member for 1997.

Dr. Chaikind reminded the audience gathered in the Gallaudet University Kellogg Conference Center's Swindells Auditorium November 5 that economists, besides possessing a sense of humor (part of the title comes from a popular joke about economists), have much to add to current educational debate.

"How could I discuss the 'E' word—economics—without everyone leaving the room?" Chaikind asked. One approach is to recognize that economics is not just about numbers. "What was the last economic activity you did?" Chaikind asked. "Some of you probably

thought of the last thing that you bought ... or the last time you looked at your paycheck. [But] sleeping is an economic activity too," he pointed out.



Dr. Stephen Chaikind

Most people erroneously see economics from a purely monetary point of view, said Chaikind, without recognizing that an economical approach can be applied to many things that have an impact on human capital and production.

Chaikind's discussion on the economics of education took as its starting points an examination of various perspectives: human capital, cost-benefit assessment, educational funding, national perspectives, management approaches, and production. Appealing for "an inclusive view" of higher education costs and benefits, Chaikind reminded attendees that non-monetary benefits are an important part of this assessment.

Institutions are "a lot better at measuring the costs than the benefits," he said.

*continued on page 4*



## 'Common Time' performance stimulates discussion about race relations

By Katherine DeLorenzo  
'Common Time,' an event designed to bring faculty, administrators, students, and staff together as members of a campus community, got a boost November 9 with *Face-to-Face*, a theatrical performance that aims to promote dialogue about race relations.

The event showcased the talents of StoryPerformances, a group of artists and educators that combines storytelling with theater in a series of vignettes that touch on various aspects of cross-cultural

communication, sexuality, gender, class differences, and personal identity, as well as race relations.

Led by January Kiefer, a writer, director, and performer who holds a Master of Fine Arts from Syracuse University, the vignettes and mono-

*continued on page 3*

**Above:** The award-winning company StoryPerformances is shown in a scene from *Face-to-Face*, which was presented to the campus community during Gallaudet's November 6 Common Time night. Pictured from left are: Basmin Red Deer, interpreter Jeff Hardison, January Kiefer, interpreter Cynthia Pearson, Blake Travis, and interpreter Mary Lightfoot.





By Mike Kaika



Brenda Keller distributes mail.

## The mail must go through!

**B**efore anyone starts to complain about Gallaudet Postal Services—the biggest gripes being lost mail and delivery service that some people compare to the speed of a herd of snails—check out the statistics:

Last year Gallaudet Postal Services received 2,349,479 letters and packages from the U.S. Postal Service. That averaged out to be about 195,790 pieces of mail every month. Then add the amount of campus mail the Gallaudet post office handles every month—31,500 pieces.

And it doesn't stop there. Postal Services also sells stamps—about \$8,000 worth a month, processes more than 300 money orders a month, and handles over 19,000 pieces of metered mail monthly. Then you have to factor in express mail and bulk mail.

Considering that Gallaudet Postal Services has five full-time employees, the office does an exceptional job, indeed!

Brenda Keller, a 1981 graduate of Gallaudet, has been supervisor of Postal Services for 12 years. Today, she also carries the title of coordinator of Auxiliary Services,



Brenda assists a postal client with mailing a package.

the campus unit that manages food service and recycling projects, and helps students get involved with community service projects. In addition, Brenda is pursuing a master's degree in administration and supervision at Gallaudet.

"I feel the post office is operating well and has accepted the challenge of taking on additional duties," said Brenda. "Being coordinator of Auxiliary Services under Hillel Goldberg gives me the opportunity to work closer with students, faculty, and staff."

Many people ask Brenda if she is a stamp collector. When she responds in the affirmative, some start to ask her for advice, which she gladly offers. Brenda has three large notebooks of commemorative stamps that include

Elvis Presley, Thomas Hopkins Gallaudet, the 'I Love You' stamp, and stamps representing all 50 states.

Like coins, stamps must be in mint condition for their value to increase. Stamps that have been canceled are virtually worthless, but some

people save them anyway. Brenda said the important thing about stamp collecting is to save the upper two left corner stamps and the two directly below. In the upper left corner is a series of four numbers in either one, two, three, or four different colors representing the colors in that particular stamp.


Brenda said Gallaudet Postal Services no longer sells commemorative sheets. "Today, people prefer the self-adhesive stamps and these are sold in rolls or booklets," said Brenda. "If people want the commemorative sheet, they will have to go to a U.S. post office."

The oldest stamps Brenda has in her collection are from the Depression days. Just before the Depression, stamps were five cents.

Then, during the Depression, the cost of a stamp went down to three cents each and after the depression ended, the cost went up to six cents and pretty much stayed at that price for several decades.

Back to the workings of a post office: When asked what causes some mail to arrive late, or not at all, Brenda said several factors could be the reason. Rain, sleet, or snow rarely slows the mail but illegible addresses on the envelope, incomplete addresses, missing zip codes, and of course, no stamp, will delay the mail drastically. For campus mail, the biggest problems are envelopes or messenger envelopes without correct or complete addresses.

"We get campus mail that says 'John Doe' or HMB with no specific department listed," said Brenda. "This definitely slows down the mail because my employees will have to check the Gallaudet directory to find the specific department the 'Doe' works in."

When you take a second look and consider the volume of mail that goes through our post office and all the many services its employees provide, it seems the mail is getting through pretty quickly and effectively after all! 

## ELI coordinator gets first-hand look at deaf education in China

**T**he recent trend in China to break out of isolation and open its doors to the rest of the world has resulted in a national fervor to learn the languages of international economic and cultural leaders. For example, an estimated 200,000,000 Chinese are enrolled in classes to learn English alone.

However, according to Francisco Cordero-Martinez, coordinator of Gallaudet's English Language Institute, there are an estimated 22 million deaf people in China—compared to two million in the United States—yet deaf people are excluded in this staggering push toward a multilingual society.

Cordero-Martinez made this observation following a visit to China last month where he led workshops on the language and culture of the American deaf community at the Third International Symposium on Language Teaching Methodology held in Beijing and Hangzhou. During his visit, Cordero-Martinez also visited schools for deaf students and interacted with the deaf community.

The vast majority of the attendees at the conference were teachers of English as a second language at Chinese universities, said Cordero-Martinez.

Because very few deaf people in China are enrolled in universities, not many of the teachers were even aware that these opportunities exist in other parts of the world. "Many were astounded when I told them that I was from Gallaudet—a university for deaf students and with a deaf

president. They were dumbfounded."

Cordero-Martinez began one workshop by using gestures to tell an allegorical tale about the wind and sun and their battle to determine which was the strongest. At the end, the audience members were asked to reconstruct the story in English, and every one of them was able to do so accurately.

"From that point on the audience was very attentive," said Cordero-Martinez. They sat enthralled as they heard about Gallaudet's programs, and they were particularly intrigued to learn that classes are conducted in sign language, since education for deaf youngsters in China is conducted orally.

After the symposium, Cordero-Martinez visited two schools in Shanghai, one for elementary students and one for middle school students.

The impression that the visits left on Cordero-Martinez was how structured the educational system is. The students are pressed to "memorize the 'three R's,'" he said, and students are not encouraged to ask questions of their teachers. However, the teachers and administrators were very enthusiastic about Cordero-Martinez's visits, and they were receptive to his suggestions about ways to improve teaching methods.

At the elementary school, he observed one class using drawings of animals to learn words. The drawings made up a huge mural painted on the wall, and each animal was identified by Chinese characters using the singular number. "I said, 'Wouldn't it be great to expand that into having the students write sentences and stories?'" Immediately, the principal called in

a teacher and had me repeat my suggestion, and they were interested in giving it a try."

Cordero-Martinez had an opportunity to talk with many of the young students, and he was able to converse easily with them through gestures. "At one point the principal tapped me on the shoulder and said 'They don't understand you,' but they did," he said. "There is such a limited understanding of the potential of these kids."


At the middle school, the classes were very formal, and unlike his visit to the elementary school, Cordero-Martinez had little interaction with the students. "The middle school principal and administrators asked me, 'What is it the deaf need most?' I told them, 'There is a deaf community out there. Why not ask them?' But the perception is that the government sets up educational policies and very little imagination is used by the educators."

But Cordero-Martinez is quick not to paint too bleak of a picture of education for deaf youth in China. "It's not all negative," he said. "The kids all look happy and healthy and they all learn in spite of the system." He pointed out that the Chinese students ELI recruits "are very sharp." He used ELI student Hang Zhang as an example. "Zhang came here last year knowing zero English or ASL, and one year later he is in the top group and ready for admission to the University as a freshman."

During the trip, Cordero-Martinez met with members of the deaf community through contacts he had established through family and friends of Hang Zhang, Min Lei, another ELI student, and Hong-You Xu, a former ELI student who is now a Gallaudet senior.

"Although a lot of administrators and teachers don't know about ELI and Gallaudet, the deaf community does and we are in very favorable standing among them," said Cordero-Martinez.

Through the ELI contacts, Cordero-Martinez recruited four students from China into the ELI. Two will start the program this spring and the other two will start next fall.

"My dream is to bring ELI to China—maybe to establish a branch connected with the University," said Cordero-Martinez. "Because most Chinese people cannot afford to come to America and I'd like to see some of the 22 million deaf people in China included in the popular trend toward learning English." 



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ELI Coordinator Francisco Cordero-Martinez (back row, right) is welcomed to an elementary school for deaf students in Shanghai by a class of eight-year-olds and Principal Hao Li Cheng.





## WHAT'S HAPPENING... AND WHEN

(Note: for more information about University athletic events, call the Athletics Department at x5603; for MSSD athletic events, call x5361.)

**19-20** Asian-Pacific Association Bake Sale, Ely Center

**19-21** "Turn A Page" book display features Dr. Gina Oliva, associate professor in the Physical Education and Recreation Department. The display is inside the Library's east entrance.

**19** Race Relations Videoconference Luncheon and Discussion, 12:30 p.m.-3 p.m., Peikoff Alumni House;

**20** "Celebrate Your Child" workshop, 6-9 p.m., Gallaudet University Mental Health Center

**21-22** Women's Basketball at Hunter College Tournament, time: TBA; Men's Basketball Wal-Mart Tip-Off Tournament at Hampden-Sydney, 7 p.m.

**21-23** Dr. Jekyll and Mr. Hyde, 8 p.m.

on November 21 and 22, 2 p.m. on November 23, Elstad Auditorium, \$6 for students, \$8 for non-students, free for Gallaudet students with I.D.

**21** "Gallaudet Dynamic On-Line Courseware: Lotus Domino Templates for Web-Based Learning," 10-11 a.m. and 2-3 p.m., discussion 3:30-3:45 p.m., GUKCC Auditorium; Open House for prospective undergraduate students, Visitors Center and Public Relations; Holiday Bazaar, Ely Center

**24-25** Class of 2001 Bake Sale, Ely Center; "Turn A Page" book display features favorite selections of Dr. Catherine Andersen, Dr. Diane O'Connor, and Dr. James Fernandes. The display is inside the Library's east entrance.

**25** Men's Basketball at Frostburg State University, 7:30 p.m.; Women's Basketball vs. Denison University, 6 p.m., Field House

## Stu • dent • sau • rus

(stoo • dant • soar • us) n. 1. a special breed of inquisitive men and women who Gallaudet recruits, retains, and educates. 2. pizza-eaters.



May Talhouk is a talented artist as well as an entrepreneur at heart.

The freshman Lebanese student, who is majoring in art, enrolled in Gallaudet's English Language Institute program in the fall of 1994 only to leave after one year due to lack of funds. Not to be discouraged, she returned to Beirut for a year and turned her art skills into dollars.

During the interim period, May painted 110 works of art, of which she sold 81 pieces at two art exhibits. The money earned enabled her to finish her second year in the ELI program.

May knew she wanted to enroll at Gallaudet after she graduated from the Father Andeweg Institute for the Deaf in Beirut in 1993. She first became aware of Gallaudet at age 13 after telling her mother that she wanted to go to college some day. Her mother, Amal Talhouk, soon began to explore the possibilities.

Since the colleges in Lebanon do not offer support services for deaf students, Amal decided to widen her search for a college that would serve her daughter's needs. May had an aunt living in Washington, D.C., and it was she who inquired about colleges that provide support for deaf students. "I was shocked when I received materials from Gallaudet University," said May. "I was shocked that there was a college only for deaf students."

The seed had been planted.

## 'Common Time' addresses race relations

continued from page 1

logues of *Face-to-Face* are not only theatrical pieces, but also incorporate the personal stories of the performers in an attempt to bridge the theatrical with the personal. Completing the trio are Blake Travis and Basmin Red Deer.

The performance was sponsored by Gallaudet's Multicultural Student Programs. "I think the play was intended to educate as well as entertain, and to that end, I think it was successful," said KP Perkins, MSP coordinator.

The performance opens with a provocative question: "Which one of you has been involved in the destruction of the human spirit," an actor asks, "or been hurt by someone else?" The vignettes and stories the actors tell attempt to move toward healing by revealing the ways history, prejudice, and misunderstanding have impaired the human family. Beginning with historical anecdotes on colonialism

Becoming an artist has been May's lifelong dream. "My mother recognized my artistic abilities when I was very little and she gave me a lot of encouragement," she said. In 1992 May placed first in an international art competition for deaf students in the Middle East and upon graduation from the Andeweg School she enrolled at the Hamoui's Art Center, a professional art school in Beirut from which she received a diploma.

While taking art classes, May studied English, but the lack of support services for deaf students proved too frustrating for her so she decided to enroll in Gallaudet's ELI program.

Coming to the United States brought with it a predictable measure of culture shock—particularly Americans' eating habits. May, who abhors the fast food so entrenched in the American way of eating, prefers Lebanese home cooked dishes and wholesome meals. "I was shocked to learn that Americans eat meat for breakfast," she recalls.

May also had to deal with many Americans' stereotypical view of Lebanon. "Many Americans think that all Arabs are Muslims, and that Lebanese people wear *hijabs* [a garment that covers the body, including the head and face.] It's not true. I get a negative reaction when I tell people I'm from Lebanon. They say, 'Oh, wow, it's a war-torn country.' But, it's not the true picture."

Most of us have much to learn about cultural differences, and Gallaudet is fortunate that international students like May Talhouk add so much to the rich diversity of the student body. After all, Gallaudet is a place for *all* deaf students from anywhere on the globe. **G**



By Teresa Ezzell

Above, left: May Talhouk (left) and her mother, Amal Talhouk, pose in front of their home in Lebanon. Below: One of May's paintings, entitled "City of Peace."



## PCNMP HAPPENINGS

Workshop focuses on the who, what, and how of assessment

By Susan M. Flanigan

Becky Burns of the Appalachia Educational Laboratory (AEL) recently returned to PCNMP to present "Authentic Assessment Procedures," a school-wide training session that served as a follow-up to her small group presentation this past summer.

Judith Rosenthal, professional development specialist with the Office of Training and Professional Development, explained why PCNMP invited Burns for additional assessment training: "With the gradual changeover to an integrated curriculum, we need to develop more authentic ways to evaluate what the students are learning."

Burns explained that a new paradigm suggests use of ongoing classroom assessment to impact instructional decision making and learner and teacher goal setting. The new paradigm encourages authentic assessments that require students to perform real-world tasks, produce products, and prepare portfolios. (KDES and MSSD will still use traditional methods of assessment such as paper and pencil tests and standardized tests. Authentic assessments can be used to supplement the traditional methods.)

Burns offered teachers techniques and training for understanding assessment—who does it (teachers, peers, individuals); what is used (assignments, portfolios, problem solving, tests, interviews, etc.); and how they do it (anecdotal, observations, and rubrics). This workshop mainly focused on two areas—rubrics and portfolios.

Burns explained how rubrics apply to assessment. A rubric is a set of guidelines for giving scores to the various components of student work. They include a range of accomplishments that are possible to achieve. They not only evaluate what a student does but can be used to clarify what a student is expected to do or show. Burns showed teachers how to develop

rubrics using their own criteria of what they would like to gain from a certain activity. Some of the teachers shared the rubrics they developed and have been using. Burns also discussed portfolio assessment, as well as other authentic assessment options, such as products, performances, exhibitions, observations, and conferences.

One workshop session featured a fun exercise called the "Best Restaurant" which focused on how to develop criteria for assessment. Burns asked the audience to write a critique for dining out at local restaurants. Each team developed its list of important restaurant attributes and then ranked them according to three broad categories of acceptance. She then explained how similar criteria development techniques could apply to creating a rubric related to their classroom work.

In addition to the workshop sessions, Burns toured classrooms. She paused frequently to ask teachers about the criteria they use to evaluate the students on different projects. Burns observed teachers, "using a range of teaching strategies from very traditional to teacher-directed instruction to more authentic project-based, student-centered learning." In general, Burns feels that schools should make more use of the student-as-worker concept where students are given more responsibility for their learning.

AEL is a private corporation and home to one of 10 regional educational laboratories funded by the Office of Educational Research and Development, U.S. Department of Education. AEL's service area includes Kentucky, Tennessee, Virginia, and West Virginia. Many of its programs are national in scope and offered on a contractual basis throughout the country. AEL's mission is to connect the knowledge of research with the wisdom of practice by working with teachers, administrators, and others at all educational levels. **G**



Vice President for Institutional Advancement Peg Hall presents Mary Anne "MAP" Pugin, director of Alumni Relations, with a pin honoring her for 25 years of service to Gallaudet at a recent division meeting.



## NOTES FROM PERSONNEL

### Service awards for October

#### Five years:

Sean Kerins, Business Services; Martael Pitts, PCNMP; Lauri Rush, Mental Health Center; Robert Schumaker, Campus Life

#### Ten years

Robert Dickerson, Physical Plant; Mary Lott, Campus Life; Mary Peak, Transportation; Holly Roth, Communication Center; Muriel Strassler, Communication Arts

#### Fifteen years:

Ben Boland, Physical Plant; Kathleen Stock, Development Office

#### Twenty years:

Carol Harter, PCNMP; Robert Mobley, Education; Lee Murphy, Library

#### Twenty-five years:

Jeffrey Grandel, Theatre Arts

#### Thirty years:

Natalie Powell, Student Health Services

#### New employees hired in October

Naomi Bonano, receptionist, PCNMP; Bonnie Boswell, administrative secretary/interpreter, Admissions; Kenneth Fryar, driver, Transportation

#### Promotions in October

Carl Prince, Physical Plant; James Charles, Physical Plant; Floria Speight, Physical Plant



Student Health Services Medical Records Secretary Natalie Powell (center) is congratulated for her 30 years of service to Gallaudet by SHS Manager Mary Grace Brennan (right) and Administrative Secretary Yolanda Williams.

## ALUMNI CONNECTION

### San Diego Chapter of the GUAA

Daphne Cox McGregor, '82 (Note: This column will regularly feature a chapter of the Gallaudet University Alumni Association. For starters, I'd like to introduce you to the San Diego Chapter.)

One of five chapters in California, the San Diego Chapter was established in 1977 by the late Leonard Lau, '30, and Ethel Koblenz Lau, E-'29.


The chapter sponsors a popular annual event, the Outstanding Leadership Award Banquet. This past May, the chapter hosted its 13th annual banquet with Dr. Deborah Sonnenstrahl, '58, as featured speaker. The award recipient was LuAnn Woodford, '80.

Chapter members are also involved in community activities. For example, several alumni have volunteered to assist with the Gallaudet booth at the Deaf Expo, an annual two-day event held in Pomona, Calif. The current chapter officers are as follows:

• Elias Papazis, '87, president

• Manuel "Sonny" Romero, '85, vice president  
• Christopher Preston, '92, secretary

• Robert Carbine, '77, treasurer  
At the GUAA Board of Directors' April 1997 meeting, the board selected the San Diego Chapter to serve as the Screening Committee for the 1998 GUAA Election. The Screening Committee members are: Carbine, Romero, Kerrin Graff Stewart, E-'76, Dave Simpson, E-'71, and Norma Strickland, '42.

The one-year election procedure was implemented this past summer and preliminary materials were sent to alumni life members of the GUAA. The committee will be responsible for tabulating and maintaining precise records throughout the process. The results of the mail ballot will be announced in July 1998 and the new board officers will begin their three-year terms following the GUAA 36th Triennial Reunion in October 1998. 

## ASK AUNT SOPHIE



Dear Aunt Sophie,

Let me just say it: I can't keep up. I can't keep up with all the work I have to do. It just continues piling up on me and I get farther and farther behind. I'm really not a complainer. I work hard and have a good attitude. But, wow, I feel like I'm sinking.

Over My Head

Dear OMH,

The condition you describe is experienced to some degree by just about everyone. Even your indomitable Aunt Sophie battles it from time to time and knows what a downer it can be.

When this particular ugly beast rears its head, I immediately go into my patented "view from the top of the bleachers" routine. Perhaps it will work for you, too.

I imagine I'm in a huge stadium and that I'm standing on the highest seat in the place looking down at the field, which is littered with all the things that I feel responsible for accomplishing this week.

Next I sort the things into four piles. 1.) Really Have To Do Now Because I'll Get Fired If I Don't; 2.) Also Must Do, But Can Work On Next Week; 3.) Not Really My Responsibility But Will Try To Get Done Because I'm Such an Excellent Person; 4.) A Complete Waste of My Valuable Time and Extraordinary Talents.

Then I concentrate only on accomplishing what's in the first pile; the others I put out of my mind.

Of course, the "view from the top of the bleachers" is actually about establishing priorities and managing time wisely—two things that really busy people have to do if they want to maintain peace of mind.

If you have already tried some variation of the bleachers routine and still feel overwhelmed, you may want to talk to your boss. Explain to him/her how you feel and ask for suggestions. Chances are he/she has no idea that you feel adrift, especially if you're one of those blessed souls who works hard every day with nary a moan or groan.

The important thing is to realize that you can change the situation and you should get busy doing so today.



(Note to Aunt Sophie's readers: You can get your questions to me through campus mail as well as e-mail, you know. Just put them in an envelope and send it over to the Public Relations Office in EMG. The dear people there will be sure I get your letter. So go ahead, write me a letter today!)

If you have a burning question that you would like to ask Aunt Sophie, e-mail her at [PUBLI-CREL](mailto:PUBLI-CREL). Be sure you say your question is for Aunt Sophie.

### Chaikind lectures on economics of education

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These perspectives can be directly linked to the University's mission goals, said the professor. Such mission goals as education, academic and extracurricular learning, diversity, and accessible communication are not exclusive to economics. "All of these things should be connected in some way to the budget process," Chaikind emphasized. Even the use of sign language has human capital costs, benefits, and other consequences related to economics. Direct communication "can probably produce more knowledge than having a middle person" or interpreter, he said, and is therefore an economic factor.

"Students come here for the intellectual culture and other reasons that are specific to Gallaudet," Chaikind remarked. "These are human capital investment issues." An increased emphasis on diversity and inclusion, and investment into recruitment are economic responses as well as educational ones. He added, however, that it is difficult, but not impossible, to measure such factors. "Maybe the best way is not to look at absolute levels but to look at it from a value-added perspective."

After all, Chaikind pointed out,

college graduates are more health-conscious and are more likely to find the kind of job they want—all important benefits often left out in discussions about higher education economics.

In closing, Chaikind suggested that some principles be adopted for an assessment of a productivity approach to education, using indicators for resources, processes, and outcomes at Gallaudet. "These indicators should be selected with the characteristics of Gallaudet students, the University's mission, and the University's strategic objectives as primary considerations," he added. Such attempts at improving education at Gallaudet "are linked and cannot be separate" from an economic perspective, Chaikind advised.

Chaikind, professor of economics and finance in the School of Management, was selected earlier this year by President I. King Jordan as 1997 Distinguished Faculty Member. In addition to his duties as second-term chair of the Council of Undergraduate Education (CUE), he has also served as reviewer and editor for the *Journal of Education Finance*, and is a member of the National Center for Special Education Finance Advisory Board. 



### Deaf Entertainment TV—November 19-25

Gallaudet Cable TV Channel 21

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
19	20	21	22	23	24	25
6 a.m. - 1 p.m. "What's Up, Gallaudet?" and "G-News" reruns 9 p.m. - Deaf Drive-In: Stephen King's <i>The Stand</i> , Part II	6 a.m. - 1 a.m. The new "What's Up, Gallaudet?" and the rerun of "G-News"	6 a.m. - 1 a.m. The new "What's Up, Gallaudet?" and the new "G-News"	1 p.m. & 9 p.m. Deaf Drive-In: Stephen King's <i>The Stand</i> , Part II	9 p.m. - Sign Language Plays: <i>How?</i>	6 a.m. - 1 p.m. "What's Up, Gallaudet?" and "G-News" reruns 9 p.m. - Deaf Comedians and Storytellers: "A Perfect Nose for Ralph"	6 a.m. - 1 p.m. "What's Up, Gallaudet?" and "G-News" reruns 9 p.m. - "Deaf Mosaic" 9:30 p.m. - Deaf Documentaries: <i>Passport Without A Country</i>

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